

## Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success?

### Session abstracts

5-7 July 2022

Day Two: 6 July 2022

#### Parallel Session 1, 10:35-11:35

##### D2.1.1a, Oral presentation, 10:35-11:35

[Developing online inclusion projects to help create awareness and a sense of belonging](#)

Professor Jane Loftus and Dr. Hazel McKenna, Utah Valley University, USA

Students come from diverse backgrounds but have not necessarily been exposed to an inclusive learning environment that provides equitable opportunities, while fostering the understanding, appreciation, and recognition of diversity and individual differences. Research has shown that a feeling of belonging is directly correlated to student retention and wellbeing (Osterman, 2000; Newman, 1991; Goodenow, 1993b). Enabling students to embrace differences early in their university career, enriches not only their university experience, but also the experience of other students with whom they interact. The high-impact online modules demonstrated in this presentation can be used in the university, secondary, or workplace environment.

##### D2.1.1b, Oral presentation – remote, 10:35-11:35

[Can you thrive if you don't belong? Black students' perspective of sense of belonging in predominantly white academy](#)

Edith Lewis, Canterbury Christ Church University

A sense of belonging from a psychological perspective is crucial to understand how Black students can easily feel alienated within a white-majority academy. Understanding the psychology of belongingness on Black students' self-esteem, self-worth, fostering self-identity and motivation to engage and learn is imperative in British HE. Predominantly white HEIs need to interrogate the one-size-fits-all strategies on fostering sense of belonging of Black students. This paper will consider current strategies being adopted to enhance sense of belonging within the classroom, peer relationships and how Black students' voices are being adopted to change the status quo.

##### D2.1.1c, Oral presentation, 10:35-11:35

[Teaching Towards Diversity: Enabling the diverse voices in the development of equity curricula](#)

Dr Ian Davis, University of Southern Queensland

Professional educators in higher education need to practice in a manner that is inclusive, respectful, reflective and advocates increased agency. Development opportunities need to be designed that help facilitate professional educators to contextualise their practice within both a local and global educational environment in order to develop practices and strategies that increase engagement, promote inclusivity, and develop allyship. This presentation describes an innovative process where members from three diverse groups namely, BME, LGBTIQ+ and Diverse Abilities engaged in a facilitated process to design a learning experience for educators in an HE institution. Enabling these voices to have agency and influence directly towards those who are employed to support them.

### **D2.1.2a, Oral presentation, 10:35-11:35**

**Embedding inclusivity in academia: Co-creation of resources to increase awareness of student needs**

Dr Karan Singh Rana, Aston University

This session will highlight the key findings generated from a project aimed at developing a suite of resources, which will be co-created by students, with the objective to develop empathy amongst staff members. The collated data will be assembled into a handbook, which can be referred to during personal tutor meetings and possesses the potential to be adapted into an online training programme. The goal is to empower staff to better understand and support individual students. Students who feel more supported will likely have better retention and achievement, providing a diverse scientific community and role models for future students.

### **D2.1.2b, Oral presentation – remote, 10:35-11:35**

**Embodying inclusive practice in students as partners projects: Implications for academic development**

Danni McCarthy and Dr Lauren Hansen, Deakin University, Australia

Inclusive education research has identified the need for greater student involvement in teacher development. However, inclusive education Students-as-Partners (SaP) projects represent a form of complex practice that requires highly skilled practitioners to foster genuinely inclusivity. As academic developers, the presenters explore the role of the embodied experience of complex practice in the development of praxical knowledge. The presentation uses visual illustration, examining the embodiment of the presenters' experience of two inclusive education SaP projects and the importance of peers in academic development. The presentation will be particularly relevant for those who engage with inclusive education, academic development and student participation.

### **D2.1.2c, Oral presentation, 10:35-11:35**

**Students as partners and the impact of student curriculum partners**

Jessica Hoarau, London Metropolitan University

London Metropolitan University prides itself on being a diverse and inclusive institution, in this session we will also cover how this scheme will contribute to the success of our students. We will cover the fundamentals of working with Students as Partners but also the benefits of working collaboratively.

### **D2.1.3a, Oral presentation, 10:35-11:35**

**A future-facing academic model incorporating education and sustainable development (ESD) into curriculum**

Dr Joanna Poon, Orla Kelleher and Dr Chris Ribchester, University of Derby

This presentation will provide a critical analysis of the development of a future-facing academic model designed to facilitate Education for Sustainable Development (ESD) at the University of Derby. Within the context of institutional commitments to Zero Carbon and a greater profile for ESD, it will focus particularly on the extension of the Principles for Responsible Management Education (PRME) model, first applied in the Business School, to the rest of College of Business, Law and Social Sciences and beyond to the College of Science and Engineering. It will provide an evaluation of progress so far, contrasting the

successes with the challenges still to be addressed. The extent to which this initiative has precipitated new transdisciplinary opportunities for students and staff will also be considered.

**D2.1.3b, Oral presentation – remote, 10:35-11:35**

[From understanding to action: Mobilising SDGs in a large postgraduate compulsory core class](#)

Dr Lynn Gribble and Dr Janis Wardrop, University of New South Wales Business School, Australia

The growing momentum within academe of the need to address the challenges presented in the UN Sustainable Development Goals is driving change to both programmes and courses. However, generating the meaningful and sustainable changes inherent in the SDGs requires more than teaching students what they are and why they are important. We present a case study of a root and branches curriculum refresh to an existing Masters level course, to build an educational experience which facilitates the development of competencies and skills in our students to meet the challenges of the SDGs as responsible business professionals.

**D2.1.3c, Oral presentation, 10:35-11:35**

[Developing the capabilities of students to be future generators of sustainable value and inclusive economies](#)

Sue Hardman and Dr Olayinka Uadiale, Brunel University London

Businesses increasingly demand graduates who are fluent in the language of sustainable development goals (SDGs), so alongside recognising the role of education in ensuring the sustainability of our planet, this moral imperative has become an employability issue for universities. There is a lack of consensus on how best to achieve this, e.g. single study or multi-disciplinary approach? There is also increasing evidence that student partnership in curriculum design promotes deeper student learning and success. This session explores student performance on a case study assessment, with embedded SDGs, and the subsequent student input into redesigning the curricula for future years. Participants are invited to share experiences and reflect on their own TLA strategies in the light of the findings.

**D2.1.4a, Oral presentation – remote, 10:35-11:35**

[Facilitating education for sustainable development through an international virtual workshop](#)

Dr Sian Davies-Vollum and Dr Chris Ribchester, University of Derby and Dr Esther Danso-Wiredu, University of Education Winneba, Ghana

This presentation outlines and shares insights from a three-day virtual workshop which brought together students from the University of Derby, UK and the University of Education Winneba, Ghana. Its aim was to facilitate a cross-cultural understanding of the UN's Sustainable Development Goals (SDGs) by engaging students in dialogue and group-based activities. Drawing on student questionnaire responses, an evaluation of the impact of the workshop will be shared as well as key lessons learnt and practical tips for anyone interested in exploring the potential to facilitate internationalisation and cross-cultural connections through virtual mobility opportunities.

**D2.1.4b, Oral presentation, 10:35-11:35**

[Enhancing student success through extra-curricular intensive education for sustainable development](#)

Matthew Carney, Professor Elizabeth Price and Valeria Vargas, Manchester Metropolitan University

In this session we will present a catalogue of extra-curricular opportunities for students that aim to go above and beyond embedding education for sustainable development (ESD) in the curriculum. These events provided students with the opportunity to apply ESD to real-world challenges on global and local scales and included a Mock COP26, Bring the UN to your University challenges and SHAPE projects. These activities shared a number of features that particularly engaged students. They were multi-level and interdisciplinary and demonstrated the real-world intricacies of sustainable development as well as providing students with experience working with external stakeholders including the UN and the British Academy.

#### **D2.1.4c, Oral presentation, 10:35-11:35**

##### **The planetary health report card: A student-led initiative**

Dr Susie Schofield and Dr Stella Howden, University of Dundee

A relatively new student-led initiative is the Planetary Health Report Card (PHRC) which audits Medical Schools' curricula. Come and learn more about the PHRC, and how it supports students' agency and advocacy, familiarises staff and students with the UN SDGs, and provides a framework for measurement of improvement. Presenting the audit's different domains and presenting their 13 recommendations from the 2020/21 exercise, we'll consider how the PHRC can usefully be taken beyond Medical Schools to other faculties in higher education, benefiting students, faculty and society. We look forward to a lively discussion and making connections.

#### **D2.1.5a, Oral presentation, 10:35-11:35**

##### **'Mind the gap...'**

Dr Xiaotong Zhu and Dr Ian Pownall, University of Lincoln

Our proposed session will draw upon our researched examples of reported 'crunch points' featuring student worry, anxiety and critical learning moments with matched student coping responses (emotional, situational, cognitive and behavioural) from across a Business School and wider disciplinary context within a post-92 university. These examples reflect the voices of those less willing or likely to provide feedback or guidance about their educational experience. We also compared these examples to the assumptions staff made to seek to identify and understand gaps. In this session, we will include interactive questions asking the audience to reflect and consider their assumptions about the delivery and engagement of learning materials.

#### **D2.1.5b, Oral presentation, 10:35-11:35**

##### **Understanding emotional journeys: The emotional impact of the student 'commute' during the era of COVID-19**

Dr Caitlin Knight, University of Roehampton

This session will discuss the current findings of a research project exploring the emotional challenges faced by students at the University of Roehampton on their 'commute' – whether onto campus or virtual. The project encourages students to think of their 'commute' or 'journey' to study as both a physical and emotional manifestation and uses visual methods (e.g., personal photographs and map drawings) as a novel approach to conceptualising this emotional experience. Widening out the concept of a 'commute' means delegates will be able to consider their own students who may commute in the traditional sense, virtually commute, or live on campus.

### **D2.1.5c, Oral presentation, 10:35-11:35**

Politics, emotions and intimacy: exploring the possibilities of social media to engage, connect with and motivate distance-learning students on a Health and Social Care module  
Dr Sharon Pauline Mallon, The Open University

For many years, students at The Open University have been using social media platforms such as Facebook to build a module-specific community. Recent activity shows that more than 50% of students engage in these groups. This presentation will report on the surprisingly political nature of an innovative project in which a Facebook page managed by the module lead is used to encourage submission of assessments by promoting tutorials, directing students to useful study skill resources and by providing a way in which the module team be directly contacted with questions.

### **D2.1.6a, Oral presentation, 10:35-11:35**

It is time to rethink how we monitor attainment: Why module and course level transitional attainment analysis must replace the traditional final attainment approach

Professor Philip Young, University of Warwick

Traditional attainment analysis is flawed for three reasons: 1) it is a retrospective analysis that does not benefit the students it captures; 2) it does not include students who are not retained and 3) it focuses on “good degree” scores, which loses the nuanced variations between upper second- and first-class awards. In this presentation I will present data on an alternative approach, which focuses on module and course level transitional scores. This approach has been implemented at the School of Life Science (Warwick) and it has allowed us to target support to all students who need it, irrespective of their intersectional characteristics.

### **D2.1.6b, Oral presentation, 10:35-11:35**

Improving engagement with and preparation for assessments: A review of the Psychology UG assessments to address the awarding gap

Dr Sofia Barbosa Boucas, Dr Pauldy Otermans and Dr Stephanie Baines, Brunel University London

In the Division of Psychology, only 70% of Black and 72% of Asian undergraduate students are awarded a 1st or upper-second honours degree. For White students this is 79%. The project aimed to review the assessments in the Psychology undergraduate programme in order to address educational inequity and narrow the awarding gap by ensuring that the assessments used in the programme are inclusive. This was done in two steps: (i) review of type of assessment and assessment briefs; (ii) students' engagement with and preparation for assessments. The project involved student collaboration in the form of focus groups.

### **D2.1.6c, Oral presentation, 10:35-11:35**

Partnering with students to investigate awarding gaps and cultural representation in the curriculum

Dr David Tree, Brunel University London

Awarding gaps are a huge problem in higher education. This session will present evidence that cultural representation in curricular may be behind awarding gaps and that partnering with students is an effective way to start addressing the problem.

### **D2.1.7a, Oral presentation, 10:35-11:35**

**Creating virtual assessments for clinical skills in Podiatry: A user-centred design approach**  
Professor Jeff Lewis and Dr Ben Bullen, Cardiff Metropolitan University

This presentation will describe how we employed a user-centred design approach to create virtual clinical assessments for use in the midst of a pandemic. It addressed the issues regarding the original face-to-face assessment and created several scenario options to develop as we go forward.

### **D2.1.7b, Oral presentation, 10:35-11:35**

**Understand, engage, act: A student-staff collaborative framework for enhancing feedback literacy and co-creation of feedback opportunities in HE curricula**

Dr Robert Eaton, University of Bath

Resources to support feedback provision in HE are on the rise as educators in the classroom, and institutions more broadly, recognise its potential to impact on student learning. Despite this, feedback remains a common area of concern for students and staff. This session will build on a project undertaken by students and staff from three different disciplines (Chemical Engineering, Chemistry and Education), as well as Professional Services. Using a published framework, participants collaborated to uncover key areas of misalignment in student and staff language and expectations regarding feedback and co-create improved assessment and feedback practices.

### **D2.1.7c, Oral presentation, 10:35-11:35**

**In one ear and out the other: The pitfalls of end of year exams and a successful alternative solution**

Dr Chris Moore, UWE Bristol

End-of-year or even end-of-semester exams promote, in the main, the practice of engaging with the learning only at the point where it counts. Students may attend, they may take notes. But do they really learn from the experience, or do they only do so when it's crunch time and revise just before the exam comes along? To promote continuous engagement with the learning, a large (250) first year module has been utilising short monthly online in-class tests whereby one third of each test assesses previously assessed content - success through light touch, repeated revisiting.

### **D2.1.8a, Oral presentation, 10:35-11:35**

**Simulation-based Education for Crisis Management: An Interdisciplinary Initiative to Enhance Student Engagement and Graduate Employability**

Dr Iain Stalker, Nurun Nahar and Dr Ducan Cross, University of Bolton

Simulation-based education (SBE) is an effective pedagogical strategy that enriches the student learning experience and promises "a well-trained and engaged multi-professional workforce" (NHS 2020). More broadly, SBE offers much for employability initiatives in the HE sector, providing opportunities for scaffolded development of complex skills (Chernikova et al., 2020). While such benefits are well-evidenced in healthcare (WHO, 2018), adoption of these ideas in multidisciplinary contexts is uncommon. This workshop introduces the fundamentals of SBE before using crisis management as a presenting scenario to offer hands-on experience. We hope the experience will encourage our colleagues to explore SBE in their own practice.



#### **D2.1.8b, Oral presentation, 10:35-11:35**

Developing global engineers through interdisciplinary, project-based learning and design thinking for sustainable development

Dr Panos Doss, Dr Goudarz Poursharif, Dr Rebecca Broadbent and Dr Gillian Knight, Aston University

There is a globally acknowledged requirement for STEM graduates to be equipped with the necessary skills and knowledge to work in global teams on challenging projects that address the core pillars of sustainable development. This presentation details our approach to integrating key knowledge and skills related to this broad requirement into Engineering curricula at Aston University. An elective cross-disciplinary module comprising a mix of tutor and peer-led sessions has been delivered, during which students are intellectually challenged and encouraged to start interdisciplinary and transdisciplinary conversations within a supportive learning environment. Using evaluation data collected from participants, the efficacy of the learning opportunity is appraised.

#### **D2.1.8c, Oral presentation, 10:35-11:35**

Engineering Management education for engineers who can lead with a conscience

Dr Hadi Abulrub, University of Bristol

A practice-based educational perspective on designing interdisciplinary Engineering Management pedagogy based on thought leadership was developed in various universities. One of the essential components in measuring the effectiveness of the interdisciplinary programme is its delivery on the need for future engineering leaders equipped with essential conscience, knowledge and tools to deliver sustainable engineering thinking and practices. Engineering Management education is 'future-facing' as it inspires students to take a holistic thinking approach to current, emergent and future technological challenges while developing expertise in business management. It enables them to lead the debate on multifaceted issues of sustainable resources, ecological impacts and global citizenship.

#### **D2.1.9a, Oral presentation, 10:35-11:35**

Enhancing student engagement with sustainability education through authentic learning experience

Dr Salma Alarefi, University of Leeds

Enhancing sustainability literacy and competency is vital to enable university graduates to work in an interconnected world and engage in global citizenship. That, however, requires an inclusive approach that recognises and encourages learner diversity and authenticity. This presentation presents examples of infusing authentic sustainability education through value co-creation and decolonial inclusive citation. While the former is adopted to provide a global outlook to sustainability challenges, the latter is introduced to foster active learner agency by enabling students to take part in a learning experience that is of relevance and adds value to their individual aspirations and prospective.

#### **D2.1.9b, Oral presentation, 10:35-11:35**

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#### **D2.1.9c, Oral presentation, 10:35-11:35**

Deep and surface change in the development of inclusive learning experiences



Dr Richard Steadman-Jones, University of Sheffield

When you attempt to decolonise your teaching, how deeply do the changes cut? Are you simply adding more representative material with little impact on the topics that surround it? Or are you changing something more central about your teaching – looking at the subject matter through a different lens? This presentation takes one of my own modules as an example – a level-5 English course called the ‘History of Persuasion’. It reflects on different strategies for producing a more inclusive learning experience and considers the ways in which focusing on decolonisation may change the nature of what we teach in fundamental ways.

#### **D2.1.10a, Oral presentation, 10:35-11:35**

[Informing an inclusive curriculum by re-examining diversity, power and intersectionality, through duoethnography](#)

Dr John Hills, Leeds Beckett University and Professor Divine Charura, York St John University and Dr Fevronia Christodoulidi, University of East London

Three practitioner-academics - each practising psychotherapists training on professional courses - came together to produce a duoethnography on privilege and power in psychotherapy practice and in the higher education environment. Research questions which proved foundational in our dialogues included: How are we ensuring inclusive curricula and academic freedom? And how are we ensuring we hear marginalised voices in all areas of university life? Data are presented as an idealised dialogue which could be thought of as the speaking turns of a play. Emergent themes include: the visible–invisible spectrum of privilege, power differentials manifesting across different polarities, and practitioner humility.

#### **D2.1.10b, Oral presentation, 10:35-11:35**

[Transformative education at the University of Exeter: Mainstreaming EDI and sustainability in teaching and learning practices](#)

Dr Vrinda Nayak, Dr Caitlin Kight and Dr Tinashe Verhaeghe, University of Exeter

We introduced this education innovation in 2021 as part of the implementation of the Success for All Strategy, which is a strand of our University Education Strategy. Through the Transformative Education Framework, we aim to embed the principles of inclusive education, racial and social justice and sustainability into our curriculum and pedagogy. We believe these principles will enable all students to see the challenges associated with the climate emergency, inequality and social injustice in their fields of study and apply their knowledge to create a sustainable, healthy and socially just future. The Framework supports collaborative work through its catalytic space.

#### **D2.1.10c, Oral presentation, 10:35-11:35**

[Cultivating authentic inclusivity in student support as a vehicle to maximise student success](#)

Dr Laura Hughes-Gerber, Dr Noel McGuirk and Rafael Savva, Lancaster University

Amidst a national drive to render teaching curricula more inclusive, the adoption of a drive towards greater inclusivity in student support provision is integral. The main aim of this session is to demonstrate how inclusivity can be enhanced by an effective and dynamic system of student support services. Our core argument is that for student support to be inclusive, there is a need for the design of systems of student support services to recognise that several barriers exist which may preclude students from accessing support.

### **D2.1.11a, Oral presentation, 10:35-11:35**

#### **Creating more culturally sensitive curricula: How to embed diversity through inspirational imagery in lecture slides**

Dr Mi Young Ahn, University of Kent

Calls to diversify or decolonise curricula have gained greater traction as universities seek ways to address awarding and satisfaction gaps. This session presents an innovative approach to assessing how racially diverse the curriculum is. While other studies have focused on reading lists, we focus on imagery used in lecture slides. The session is designed for teachers across any subjects that use (or could use) pictures of people in their lecture materials. Attendees will be prompted to reflect on how they present people of different races in their own teaching, drawing on the coding categories we developed for this research project.

### **D2.1.11b, Oral presentation, 10:35-11:35**

#### **Embedding equality, diversity and inclusivity in curriculum design**

Dr Georgie Benford and Christian Butler, UWE Bristol

In anticipation of the first cohort of the BSc Professional Policing, which will commence in September 2022, the programme team at UWE Bristol share their rationale for developing a programme where principles of EDI have been proactively considered from the initial design. The team will share why and how EDI has been adopted as a pillar of this programme, giving practical examples and considerations for doing this. It will also consider higher ambitions for the programme in terms of its impact on the student experience and ultimately to support the workforce transformation goal to have a more diverse police force.

### **D2.1.11c, Oral presentation, 10:35-11:35**

#### **Supporting success for all at Nottingham Trent University: Collaborative, cross-institutional investment in creating inclusive curricula**

Dr Kerry Gough and Victoria Fanning, Nottingham Trent University

Nottingham Trent University evidence strong institutional commitment to supporting inclusive student engagement through our institution-wide Success for All initiative. The pandemic foregrounded student disparity, and our existing support structures were tested and flexed in response to the challenges presented by swift shifts in online learning, revised patterns of delivery and prioritised on-campus engagement. Collegiate rethinking within the cross-institutional Redesigning Learning and Teaching Group framed rapid institutional policy and practice review, coupled with swift stakeholder inclusion and ongoing student engagement. Our session focuses upon how we prioritised the creation of inclusive curricula in a time of radical reform and change.

### **D2.1.12a, Oral presentation, 10:35-11:35**

#### **Clarity, transparency and pre-emptive facilitation: Pre-seminar resources in the time of Covid-19**

Dr Adam Smith, York St John University

The facilitation of teaching during the first full year of the COVID-19 pandemic presented a host of challenges when delivering discussion-based seminars. Seminars were delivered in two formats: 50-min seminars delivered on campus, masked and with the implementation of social distancing and 90/120-minute seminars delivered on Microsoft Teams. In neither case could students easily talk to peers. To manage these issues, I had to deconstruct my seminars, disperse the student labour across different times and formats and, in doing so,

developed a range of pre-seminar practices that were warmly received by students and which are now embedded in my teaching.

#### **D2.1.12b, Oral presentation, 10:35-11:35**

[Student reflections on their digital learning experiences: The value of a whole-institution perspective towards student engagement for developing digital learning environments](#)

Laura Hollinshead and Dr Melanie Pope, University of Derby

In 2020/21 students experienced learning online as never before. This had a significant impact on satisfaction rates (OfS, 2021) with many students calling for fees to be refunded due to what they perceived as a lowering in the standard of teaching (Hall, 2021). This research deployed the Jisc Digital Insights survey with institution-specific questions, followed by focus groups, to identify the nature of students' experiences across the institution. It will share some of the findings, the impact this had on the institution and the implications for the development of a model of learning and teaching for the current academic year.

#### **D2.1.12c, Oral presentation, 10:35-11:35**

[Designing a pedagogically informed virtual learning environment to support hybrid learning](#)

Dr Kate Pyper, University of Strathclyde

Designing an effective virtual learning environment (VLE) to support learning is difficult, particularly when teaching a practical subject. This session will outline the design and creation of a VLE that supported the delivery of materials for a Statistics class. The aim of this design is to engage students in practice by providing opportunities for interaction within the course materials. I also incorporated opportunities for students to reflect and feed back, which then shaped the live course sessions. I'll reflect on how this course was received by students to assess the impact that this design has had on student learning.

#### **D2.1.13a, Oral presentation, 10:35-11:35**

[Igniting the student spirit through an institutional award structure: The Spirit of Sussex Award](#)

Rebecca Hart, University of Sussex

*"There are going to be so many graduates in the future who are going for the same jobs... but what really defines us, is who we are and our experiences. I think the Spirit of Sussex Award really encourages us to develop who we are and reflect more!"* - University of Sussex Undergraduate Student

The Spirit of Sussex Award celebrates students' engagement in co-curricular activities. The award uses a gamification model, and this pedagogical approach encourages and supports students to engage in volunteering, sustainability, training, and entrepreneurial experiences to develop transferable skills at their own pace. This engagement enables students to make new connections and showcase their talents to future employers.

The wealth of professional and personal development alongside their academic studies ensures these skills can be applied with immediacy, meaning that they can be embedded in students' learning, providing an enhanced educational experience.

The award uses a technological solution to provide an innovative platform, where students submit evidence to gain points that contribute to their award progress. Points are logged throughout each student's degree, ratified by the Spirit of Sussex Award panel, and awarded at graduation. The structure of the award enables students to self-reflect on their level of participation and the impact of their contributions, supporting students to recognise their skills and prepare for employment.

At the heart of the award's success are our paid Student Connectors who come from a variety of social, cultural and economic backgrounds. The connectors co-create methodologies to market, manage, ratify, and evaluate the award. Working in partnership with connectors ensure the award appeals and engages the student body, contributing to the increased participation in this scheme.

#### **D2.1.13b, Oral presentation, 10:35-11:35**

**Enhancing student engagement: Why not give them what they value?**

Dr Alison Gisby and Dr Cathy Schofield, The Open University

Enhancing student engagement is a key aim for all HE institutions. What can sometimes be overlooked, however, is the fact that learning provision can also lead to disengagement. This presentation discusses qualitative findings from a research project which looked at motivation and engagement in distance learning students; more specifically it shows that engagement hinges on the perceived value of learning activities i.e., how far they complement other forms of learning, the extent to which they help expand knowledge and understanding, but most importantly, how well they help prepare students for assessment, i.e. optimise study success.

#### **D2.1.13c, Oral presentation, 10:35-11:35**

**Preparing higher education teachers for successful online teaching: Where does your students' motivation come from?**

Dr Doaa Hamam, Higher Colleges of Technology, United Arab Emirates

Motivation is essential and vital for any classroom, especially in higher education. Without motivation, the teacher's job becomes more difficult. Therefore, this presentation looks at the source of students' motivation in higher education institutions and discusses the best practices for online higher education teachers to motivate their students in an online learning environment. For this purpose, the researcher organised a focus group for teachers and the results indicated the source of students' motivation and revealed that teachers found specific strategies to be more successful than others for motivating students in the online learning environment.

#### **D2.1.14a, Oral presentation, 10:35-11:35**

**Changing pedagogical practices in HE to enhance student success: Fit for purpose or not fit for purpose? Do we all feel included?**

Ogechi Ohadomere, Coventry University

This session will highlight issues around pedagogical changes within higher education which have further widened existing gaps (considering the global pandemic and introduction of diverse teaching and learning styles) minimising successful student transition into HE among majorly international students. Scenarios for contextualising the session will be created while a background supported with evidence, and feedback collated from students and staff will be presented to create opportunities for discussions. While sharing best practices and work in progress, the goal is to create opportunities for interactions among participants for innovative ideas considering a focus on UN SDG 4, 10 & 17.

#### **D2.1.14b, Oral presentation, 10:35-11:35**

**'Playing the game': Hidden curricula, implicit rules and addressing inequality in HE**

Dr Karl Egerton, University of Nottingham

This session asks whether we can learn important lessons about how to better include

students facing structural disadvantage by examining a comparison with a surprising area: the nature of games. We examine the idea of hidden curricula which shape student learning experiences and compare these to implicit rules and norms that can shape gameplay. This comparison allows us to propose a new perspective on hidden curricula: that educators should empower students, especially those facing structural disadvantages, to recognise that there are implicit rules and norms in teaching settings, and that they have the opportunity to shape them.

**D2.1.14c, Oral presentation, 10:35-11:35**

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## Parallel Session 2, 11:50-12:50

### D2.2.1, Interactive breakout/Workshop, 11:50-12:50

#### The development of sustainable leadership through community-engaged learning

Dr Rachel Manning, Dr Paul Warwick and Christopher Woodfield, University of Plymouth

This session will explore a revitalised conception of HE that realises more fully the potential of Education for Sustainable Development to contribute to the common good through civic engagement. It draws from a series of community engaged internship initiatives at the University of Plymouth and argues the importance of, as well as the challenges in the provision of applied, interdisciplinary, and place-based approaches to HE.

### D2.2.2, Interactive breakout/Workshop, 11:50-12:50

#### An inclusive STEM curriculum for distance learners

Dr Andrew Potter, Diane Butler, Professor Clem Herman, Dr Daphne Chang and Dr Nicole Lotz, The Open University

Creating and maintaining an inclusive curriculum is a key priority for any institution, but what tools exist to achieve it, and who should apply them? In the STEM Faculty at the Open University, we present the findings of a project which applies an Inclusive Curriculum Tool to a range of our STEM modules. We recruited a diverse team of Associate Lecturers from across STEM to use the tool to scrutinise our distance learning material and feed back on inclusivity, on the usefulness of the tool itself, and on how the process itself had transformative power on the practitioner.

### D2.2.3, Interactive breakout/Workshop, 11:50-12:50

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### D2.2.4, Interactive breakout/Workshop, 11:50-12:50

#### Crip gains as pedagogic gains

Dr Laura Waite and Irene Rose, Liverpool Hope University

Disability in the academy is still typically framed as 'deficit' and something to be addressed by merely making some accommodations. While recognising that these accommodations are important, they remain reactive to particular types of bodies and minds and are seen as 'additional'. In this workshop, we will explore how learning, teaching and assessment practices are enhanced when we reframe disability as something we gain from. We will consider how the diverse bodies and minds that inhabit the higher education classroom can enable more flexible and creative ways of working which ultimately increase engagement and success for more students than just those who identify as disabled.

### D2.2.5, Interactive breakout/Workshop, 11:50-12:50

#### Fostering students' engagement through the gamification of a highly intense paper-based decision-making simulated session

Dr Antonio Bonacaro and Colin Winter, University of Suffolk

This project aims at responding to the ever-changing educational needs of Nursing students during the pandemic through the gamification of highly intense paper-based decision-making simulated training. This session will describe the transition process through which this newly

created gamified session provides equality of opportunities to Nursing students to engage in a more immersive, inclusive teaching and learning environment where they can improve decision-making skills in a safe and supportive atmosphere. This presentation will explain how this gamified teaching and learning activity can be adapted to meet a variety of learner needs and promote peer and self-reflection

#### **D2.2.6, Interactive breakout/Workshop, 11:50-12:50**

TBC

TBC

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#### **D2.2.7, Interactive breakout/Workshop, 11:50-12:50**

**Mushroom Moments: A sustainable development learning café**

Professor Natascha Radclyffe-Thomas, British School of Fashion, GCU London and Heleh Moravej and Professor Joanna Verran, Manchester Metropolitan University

The Mushroom Moments Learning Café invites participants to join National Teaching Fellows and creative-ESD advocates in the areas of Nutrition Science and Microbiology and Fashion and Textiles, in a series of creative conversations and hands-on activities focused on food, fashion and fungi! Your hosts have experience of delivering creative and inspirational academic and civil society education initiatives and will co-create a dynamic, fun and creative transformative space incorporating learnings from the Global South, enhancing global citizenship and building a community of practice that provides a model for SDG-related transformational learning and student success that can be applied to participants' personal and professional contexts.

### **D2.2.8, Interactive breakout/Workshop, 11:50-12:50**

**The Distractibles: An interactive peer-learning session to support neurodivergent staff and students.**

Amanda Kickey and Lilian Joy, University of York and Jordan Cook, University of York and The National Gallery

Engaging with academia has unique challenges for the neurodiverse. This interactive, peer-learning session will use a framework that aims to give neurodiverse individuals a way to communicate their needs and what meets those needs, to help each other and inform decision makers. Participants will co-create a crowd-sourced document as well as a community of support for key academic skills such as time management. This provides the basis for setting up a peer-support resource and network that can grow and support beyond the interactive session. A discussion on how to use this framework within your own organisation will be included.

### **D2.2.9, Interactive breakout/Workshop, 11:50-12:50**

**Engaging students through authentic learning opportunities**

Dr Sarah Broadberry, Nottingham Trent University

Nottingham Trent University's School of Animal, Rural and Environmental Sciences has amongst the highest proportion of students arriving at NTU via non-standard entry routes (46.2%). In line with the sector, gaps in non-continuation and degree attainment between A-level and non-standard entry students exist (OfS, 2019). Creating an authentic learning environment through team-based learning aimed to address this gap, combining active collaborative learning with real-world relevance and authentic formative feedback opportunities, informed by zookeepers in the UK and abroad. Collaborative construction of knowledge through permanent, strategically formed teams, allowed them to apply knowledge in the context of future use, enabling real-world practice in a 'safe space'.

### **D2.2.10, Interactive breakout/Workshop, 11:50-12:50**

**How to co-create successful student partnerships**

Polly Wallace-Kruger, University of Sussex

Since 2020, the University of Sussex Connector Programme has set up 40 collaborative student and staff project teams, involving more than 400 students aiming to embed a culture of co-creation at the university. In this interactive session with our student connectors, we will share the expertise we have gained from this institution-wide approach, and offer advice on how to implement co-creation projects of varying scales in attendees' own organisations.

### **D2.2.11, Interactive breakout/Workshop, 11:50-12:50**

**Creating an anti-racist university: Decolonising De Montfort University two years on: Sharing progress and impact**

Dr Lucy Ansley, Sumeya Loonat, Kaye Towlson and Derrick Mensah, De Montfort University

De Montfort University (DMU) has initiated a dedicated Decolonising DMU (DDMU) project, aimed at building the anti-racist university. This session will provide an overview of the project, which has been in operation for two years. It will highlight progress, impact and challenges. It will also provide insight into three specific areas of work within the project, this includes 1) the role and input of students in building an anti-racist university 2) the intersectionality of language and race through a raciolinguistic lens and 3) decolonising beyond the reading list.



### **D2.2.12, Interactive breakout/Workshop, 11:50-12:50**

#### **Playful pedagogies for enhancing the engagement of adult distance learners**

Dr Lluïsa Astruc and Ximena Arias-Manzano, The Open University

Playfulness can foster environments that are creative, engaging and where failure is acceptable. Such playful environments can be very useful for subjects with a strong performance element such as Languages. However, one of the main difficulties in playful learning interventions is catering for the very diverse preferences and needs of different audiences. Another problem is that engaging adult distance learners in any form of playful learning can be difficult. For these reasons, we co-designed with students themselves an online interactive game. In this session we will discuss the potential of games for enhancing student engagement.

### **D2.2.13, Interactive breakout/Workshop, 11:50-12:50**

#### **Unlocking students' engagement in learning analytics: An agile co-design sprint approach**

Dr Raghda Zahran, Newcastle University

Engaging university students in developing approaches to using data from their interactions with technology is imperative for successful integration in learning and teaching (Rowan & Neves, 2021). Data and analytics can enable institutions to evaluate assessment results and improve students' learning processes. Within the hesitant recovery from COVID-19, Students are frontline recipients of analytics; that demands institutions' professional responsibility to abide by students' right to data and effective learning (Sclater & Bailey, 2018). This context raises a question: how can we engage students in co-creating and deploying learning analytics? Participants in this session will learn about Agile Co-Design Sprints as a pedagogical approach to engaging students in learning analytics.

### **D2.2.14, Interactive breakout/Workshop, 11:50-12:50**

#### **'Sink or Swim': How to respond better to inclusivity and diversity through more flexible on-boarding of (part- time/distance) students.**

Melania Milecka-Forrest and Dr Chris Owen, Aston Business School

Student on-boarding is an important element of study and life balance in higher education, plays a significant role on positivity and attitudes of individuals towards their degrees and time spent at university, and effectively contributes towards student success. It is time to address inequalities and stop copying and pasting the same, overused, and outdated practices in today's diverse communities of learning. This workshop will highlight key issues, sector-wide challenges and ask what courageous steps need to take place to deliver effective and fit-for-purpose student on-boarding into higher education that facilitates student success regardless of their learning pathway.

## Parallel Session 3, 13:40-14:20

### D2.3.1a, Oral presentation – remote, 13:40-14:20

#### Rubrics, student performance and learning experience: A case study

Dr Wenya Cheng, Dr Paulina Navrouzoglou, and Dr Lovleen Kushwah, University of Glasgow

Post pandemic there has been an increased focus on sustainable development and ways to provide quality education to ensure that students understand the importance of sustainability and become independent and socially and ethically aware learners. We modified our practice by adopting the use of rubrics in Economics undergraduate courses that focus on sustainability issues. This study demonstrates how rubrics, when combined with class activities, can support the learning process, affect learners' behaviours, improve student experience, and attain sustainability goals.

### D2.3.1b, Oral presentation, 13:40-14:20

#### Student engagement during COVID-19 pandemic: Innovative teaching using nudges

Dr Teslim Oyegoke Bukoye, University of Bath

Student engagement, or student disengagement, is often difficult to manage because of the disparate students' expectations, changing legislations and multi-facet nature of teaching and learning. Specifically, at a time of COVID-19 pandemic, this study responds to the calls for an in-depth strategy to engage students using nudge tools, challenges faced and lessons learnt. The study was conducted using a multi-method and longitudinal case study of about 190 students at a UK university by building on focus groups, surveys, observations, and secondary data. The findings combine insights from nudge theory and student engagement conceptually and empirically to draw valuable implications for teaching and learning practice.

### D2.3.2a, Oral presentation, 13:40-14:20

#### Improving academic integrity policies at UK universities

Dr Thomas Lancaster and Chloe Lau, Imperial College London

The ways in which academic integrity policies are developed and presented differ greatly across UK universities, including how accessible the information is to students. This presentation will report on research conducted into current policies by a student-staff partnership at Imperial College London. Academic integrity resources and policies from 129 UK universities were collected and analysed. Shortcomings were identified with a common focus on academic misconduct rather than academic integrity and a generally negative tone. Similar policies were also identified across institutions. This presentation will encourage institutions to reconsider and review their policies in partnership with students.

### D2.3.2b, Oral presentation – remote, 13:40-14:20

#### Students' academic misconduct and lecturers' responsibility in the age of blended learning: Recognition and dialogue as pedagogical drivers to build integrity

Dr Giancarlo Ianulardo and Dr Eva Poen, University of Exeter

Academic integrity and good conduct practices are at the centre of the educational process through which higher education institutions transmit their values to new generations of students. Yet with the surge of online assessments and blended teaching, the challenges posed by misconduct have become more and more severe in a post-pandemic educational environment. In this session, we will reflect on our experience as Senior Misconduct Officers and we provide both a critical analysis of the academic literature on the phenomenon,

focusing on the missing dialogical approach, and an empirical investigation that summarises our findings during the years in our roles.

#### **D2.3.3a, Oral presentation, 13:40-14:20**

##### **Health creation through civic engagement**

Pamela Donaghy, Liverpool John Moores University

Work-based learning is an essential part of many undergraduate programmes and more specifically for Allied Health. Student numbers have been increased to resolve workforce shortages but placement opportunities are limited. The presenter will share her experience of implementing a civic engagement model in France. This presentation will then share her experience of an initiative by Liverpool John Moores University to develop placement opportunities which will not only provide students with a community focused experience, but will also support local population health initiatives.

#### **D2.3.3b, Oral presentation – remote, 13:40-14:20**

##### **Students as partners in their own learning: Viewing innovative and disruptive technologies through the UN Sustainable Development Goals lens**

Dr Monica Ward, Dublin City University

This session will provide an overview of a module that enables students to look at the contribution innovative and disruptive technologies can make to addressing one of the UN Sustainable Development Goals (SDGs). The module has a strong focus on challenge based learning and students as partners as a key feature. It combines many innovative teaching, learning and assessment elements including student choice on SDG, technology and format of submissions, video feedback to students, scaffolded learning, peer feedback and interactive oral assessment. The students describe the module as “different”, “interesting” and “creative”. This approach can be replicated by others.

#### **D2.3.4a, Oral presentation, 13:40-14:20**

##### **LJMU reciprocal mentoring programme**

Moni Akinsanya and Julia Dear, Liverpool John Moores University

The aims of the Reciprocal Mentoring programme are to give LJMU Executive Leadership insight into how Black students experience the organisation. Undertaking reciprocal mentoring is acknowledging the need to take a bold step of working in partnership with Black students as agent of change.

#### **D2.3.4b, Oral presentation – remote, 13:40-14:20**

##### **Say my name: The importance of names in building inclusive institutions**

Dr Jane Bryan and Puja Laporte, University of Warwick

Our names are entwined with our personal identities, often chosen with care and laden with personal meaning, yet people with names that many find unfamiliar report having their names regularly mispronounced or avoided, or being pressured to change their name to fit in. These experiences can lead to feelings of exclusion, impact learning and wellbeing, and ultimately undermine attempts to create an inclusive institution. The Say My Name project undertaken by the Community Values team at Warwick University explored the importance of names and co-developed with students techniques to use when encountering unfamiliar names to help foster respectful, inclusive interactions.

### **D2.3.5a, Oral presentation, 13:40-14:20**

#### **Pentacell: A systemic student wellbeing initiative for postgraduate students**

Dr Ford Hickson and Rachel Gould, London School of Hygiene and Tropical Medicine

"Trust the people and the process" was our catchphrase when launching an innovative social intervention to mitigate isolation and the impact of COVID-19 on our incoming students in 2020. Sometimes simple ideas go the furthest. We created connections, spaces and structures for students to listen to each other, and to those who went before them. Join this session to find out how.

### **D2.3.5b, Oral presentation, 13:40-14:20**

#### **Reflections on teaching 'responsible research and innovation'**

Dr Alison Harvey, University of Manchester

Responsible Research and Innovation (RRI) is a concept developed within Horizon 2020 that is currently a significant part of funding bids in the Natural Sciences. Overarching themes within RRI include fairness and equality, reflection, social responsibility and public participation. In teaching RRI to PhD students, there is an opportunity to embed positive attitudes towards inclusivity within the future academics in the field. This talk will discuss one approach to teaching an RRI unit and reflect on the evolution of teaching and learning activities used over three years, with consideration of how these ideas can be applied more broadly.

### **D2.3.6a, Oral presentation, 13:40-14:20**

#### **Foundation Year reading groups in the digital age: A story of widening participation**

Tom Ironmonger, Bloomsbury Institute

Sharing insights from a longitudinal ethnographic study into a series of reading groups held at a provider of widening participation HE in London, this session will provide analysis into the efficacy of social reading practice in the context of the digital age.

### **D2.3.6b, Oral presentation, 13:40-14:20**

#### **Innovation through online outreach provision: Reaching and connecting with a wider audience**

Dr Alexander Reid, University of York

Under-representation of certain demographics in STEM subjects at the university level may be partly accounted for by stereotypes developed by students in the formative years before higher education. We measured STEM-related attitudes in secondary school students aged 11-14 from widening participation (WP) backgrounds following engagement with an interactive online event run by the charity I'm a Scientist, Get Me Out of Here UK (IASUK). Following the event there was an increased shift in agreement at the prospect of a scientific career and taking a STEM subject at university, however this increase was more pronounced for males relative to females.

### **D2.3.7a, Oral presentation, 13:40-14:20**

#### **Co-created podcasting: Embedding inclusivity through a widening of perspectives through harnessing global student 'voices'**

Maria Hussain, University of Leeds

With the increasingly diverse student mix it is increasingly more important that universities are able to address this real challenge in providing structured co-creation opportunities for students to interact with peers to facilitate intercultural competence (ICC) development and

nurture globally-minded citizens in an ever-connected world. This session will report on a successful faculty-wide ICC co-created student-podcaster project. 'Cultural Insight Wednesdays Student-Podcast Series' (Hussain, 2021) is a project that foregrounds ICC dialogue through student-voice, providing a sustainable way of facilitating much-needed globalised conversation, creating inroads to decolonising the co-curricular space in a post-COVID world through foregrounding and harnessing the power of co-creation.

#### **D2.3.7b, Oral presentation, 13:40-14:20**

**Being your authentic self: How to develop and enhance our students' cultural competence skills at university and beyond**

Dr Karen Lipsedge, Kingston University

The Kingston University cultural competence pilot was created to increase our students' capacity for meaningful interpersonal interaction and cross-cultural understanding within the context of an increasingly globalised society. By enhancing our students' cultural competence, we are equipping them with the skills they need to create a more inclusive and welcoming living and learning environment at Kingston University where they can be critical and creative thinkers. We are also giving our students the skills they need to be successful professionals in their future careers.

#### **D2.3.8a, Oral presentation, 13:40-14:20**

**Using the UN sustainability development goals to deliver critical thinking and data analysis in final year dissertations**

Dr Steve Russell, Aston University

This project involves final year dissertation projects centred on the UN sustainability goals. A team of final year Aston University Biomedical Science students have looked at a specific health issue such as obesity and how these could be tackled particularly in the developing world to reduce disease under SDG 3: Good health and Wellbeing to meet the 2030 targets. While others are looking at the carbon footprint within my school and examining how we teach Biomedical Science under SDGs 12 and 13. The session will discuss reflections on this type of project which could apply to other disciplines.

#### **D2.3.8b, Oral presentation, 13:40-14:20**

**Taking tech to the rainforest: Embedding sustainability in our learning and teaching**

Dr Kathryn Jones and Dr Fernando Loizides, Cardiff University

Surprisingly, it is noisy in the rainforest with such a diversity of inhabitants from humans to amphibians and it gets noisier when you talk about tech! No matter where you are in the world, children are children and that natural curiosity when nurtured, when encouraged, when you tell them that their opinion can mean something, that their actions can change something, then you engage their minds and their creativity! This session aims to present diversification of participation in teaching and learning and how these experiences can be used to embed sustainable development into UK-based HE curricula helping our UK students to become globally aware citizens.

#### **D2.3.9a, Oral presentation, 13:40-14:20**

**Evaluating the effectiveness of printed materials as an alternative to online resources**

Dr Christopher Hutton and Dr Fiona Aiken, The Open University

The Open University has a strategic priority to maximise accessibility of its module materials. The majority of the Environmental Science curriculum is delivered online, and this presents

accessibility challenges for students with certain additional learning requirements and those in secure institutions. Printed packs of online materials are provided to these students. We will present our initial evaluation of this adjustment and discuss our results and next steps for improving its efficacy. This session will be of interest to colleagues from across higher education who need to provide alternative resources to students who can't access online resources.

### **D2.3.9b, Oral presentation, 13:40-14:20**

[How to reach disengaged students utilising both the very new \(automation\) and very old \(text\) technology together](#)

[Alix Lonney and Chris Slesser, Falmouth University](#)

Falmouth University was struggling to reach its most disengaged students, who often struggled until the point of academic failure due to communication overload. Utilising the latest Microsoft Power Automate technology and good old fashioned text tech, they formulated a tailored plan based on students' needs to achieve reach and optimisation of its time and resources. More than 10 times as many students were able to be reached and enabled an exponential increase in support interventions. The disengaged student voice was heard.

### **D2.3.10a, Oral presentation, 13:40-14:20**

[Evaluating the overall impact of introducing strengths-based coaching to students entering the Foundation Year in Computing](#)

[Nick Dearden and Janét Francis, Staffordshire University](#)

Post-pandemic transition to higher education is an unknown student experience. Our knowledge of delivering higher education during lockdown informs our understanding and planning of the incoming undergraduate student journey but our picture is incomplete. Staffordshire University is implementing an integrated strengths-based approach to supporting Level 3 learners as they transition into university education, piloted in the Computing Department in our Study Skills and Professional Development module. The project is developing insights and recommendations, through initiatives designed to respond to this set of unknown prior learning experiences, by utilising proven strengths-based approaches.

### **D2.3.10b, Oral presentation, 13:40-14:20**

[Using collaboration, near-peer learning and a blended approach to increase student engagement](#)

[Dr Sabrina Tosi and Joanne McPhie, Brunel University London and David Selbie, McGraw Hill](#)

This session will show how academic and professional services teams worked collaboratively to implement the Connect digital learning platform, using blended learning and involving senior students in near-peer activities to improve student engagement. We will discuss: the role of collaboration and co-creation – working across teams including students and partners; utilising learning technology to enable flexible modes of learning, improving student experience and outcomes; the impact of our approach on student engagement We will provide practical ideas on how to embed blended learning into your teaching delivery through collaboration.

### **D2.3.11a, Interactive breakout/Workshop, 13:40-14:20**

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### **D2.3.12a, Oral presentation, 13:40-14:20**

[The power of conveyancing narrative in teaching applied legal skills](#)

Rebecca Mincher, University of Wolverhampton

This session will detail a Law School's experience of exploring new ways to deliver and teach legal skills through the narrative of a conveyancing transaction. An overview of the module will be provided together with an explanation of the unique portfolio assessment designed to test the range of skills taught. An analytical discussion will follow around the advantages of teaching through a narrative of a procedural legal transaction, specifically how this meets the needs of Law students and enables them to succeed in an evolving legal landscape.

### **D2.3.12b, Oral presentation, 13:40-14:20**

[Finding solutions to digital inequality for Engineering students in a blended learning environment](#)

Dr Rebecca Broadbent and Dr Laura Leslie, Aston University

Remote learning and teaching allows innovative and exciting opportunities for students to study in a more flexible, bespoke manner. However, PC requirements risk widening attainment gaps between students due to digital inequality. At Aston University a Virtual Desktop Interface (VDI) is being provided so students can access high performance PCs remotely using their own device allowing the use of software and applications. We evaluated this solution to digital inequality and our findings indicate that the VDI system developed was well used by students and appears to have had a positive impact on their learning experience.

### **D2.3.13a, Oral presentation, 13:40-14:20**

[Inclusive teaching and learning in transnational education: A case study from Greece \(Metropolitan College, Greece and Oxford Brookes University, UK\)](#)

Dr Sara Hannam and Dr Roger Dalrymple, Oxford Brookes University and Dr Penny Masoura and George Stefanos, Metropolitan College Greece

This presentation will focus on the results of a two-phase joint research project between Oxford Brookes University, UK and Metropolitan College, Greece. Utilising an inclusive practice framework developed by Oxford Brookes University's Inclusive Curriculum Enhancement Group (ICEG), a team from Oxford and Greece worked together to devise a method for running focus groups with staff and students in Greece to establish the value of embedding academic skills in Level 4 and Level 7 modules and to consider how issues of belonging were impacted during COVID-19. The resulting data affords opportunities for reflection on inclusive practice development in the contexts of transnational education and the pedagogic adaptations necessitated by the pandemic.

### **D2.3.13b, Oral presentation, 13:40-14:20**

[Sense of belonging and digital pedagogies: The view from the literature](#)

Professor Edward Venn, University of Leeds

The increasing use of digital technology raises significant questions about how a sense of belonging might be fostered amongst individuals and learning communities. However,

pedagogical literature on belonging primarily focuses on face-to-face teaching practices, leaving unaddressed the challenges posed by fully online, hybrid, blended and/or interactive pedagogies. This session presents findings from an integrated review of the scholarly literature to offer practical advice that can be used to inform learning design.

### **D2.3.14a, Oral presentation, 13:40-14:20**

#### **Design thinking, e-learning and co-design**

Sandra Guzman-Rodriguez and Maria Kaffa, City, University of London

Our project aims to develop an e-learning module that will support staff and students in developing practical digital accessibility skills. We used design thinking to produce user-driven ideas and designs for the development of the course. The design thinking approach complements the inclusive institutional practice and digital accessibility maturity we strive towards, and has helped us cultivate a community of practice of diverse perspectives from across the university. In addition, we had the added complexity of carrying out the design thinking workshops online to extend opportunities for participation among staff and students during a period of COVID-19 restrictions.

### **D2.3.14b, Oral presentation, 13:40-14:20**

#### **Power, voice and engagement in a student-staff co-creation project**

Dr Mohammad Jamil, Professor Catherine O'Connor and Bibi Aasia, Leeds Trinity University

This presentation explores the multifaceted power dynamics of student members and academic staff in a whole-institution co-creation project at a post-92 UK university. It captures the experience of the project members in designing co-created data collection tools in areas including assessment, digital skills, and community and belonging. The qualitative study using an online open-ended questionnaire and focus groups with student members, and semi-structured interviews with academic staff, has revealed differences in perceived research-related principles and expectations. The experiential account supplies fresh insights into the value of empowerment, dialogue and co-action for engaging students as co-creators in their higher education experience.



## Poster session, 14:25-15:10

### D2.P1, Poster, 14:25-15:10

#### Fostering students' engagement through the gamification of a highly intense paper-based decision-making simulated session

Dr Antonio Bonacaro and Colin Winter, University of Suffolk

This project aims at responding to the ever-changing educational needs of Nursing students during the pandemic through the gamification of highly intense paper-based decision-making simulated training. This session will describe the transition process through which this newly created gamified session provides equality of opportunities to Nursing students to engage in a more immersive and inclusive teaching and learning environment where they can improve decision-making skills in a safe and supportive atmosphere. This presentation will explain how this gamified teaching and learning activity can be adapted to meet a variety of learners' needs and promote peer and self-reflection.

### D2.P2, Poster, 14:25-15:10

#### Using final year dissertations to tackle the UN sustainability goals

Dr Steve Russell, Aston University

Stepping away from traditional lab-based projects, a small cohort of students examined the UN Sustainable Development Goals to see how Biomedical Science a sector could meet the SDGs for the target date of 2030. This provided the students with the critical thinking and data analysis required to meet the IBMS accreditation standards for their degree. Subjects varied from inequality, healthcare provision and sustainable laboratory use. This topic could be used in other disciplines to encourage environmental awareness amongst students.

### D2.P3, Poster, 14:25-15:10

#### Supporting degree apprenticeship students through inclusive learning partnerships

Associate Professor Scarlett Xiao, University of Hertfordshire

To respond to the urgent need for identifying and collecting effective EDI practice in the Degree Apprenticeship provision and bridging learning community and workplace into a coherent environment for Degree Apprenticeship students, the author shares her work on developing inclusive learning partnerships with these students. The partnership builds a safe and respectful learning environment so the apprentices feel valued and belong to their learning community and workplace. The work enabled the apprentices to show their creativity and bring innovative ideas into their work projects. Their positive experiences increased their self-esteem and reinforced their study and career confidence.

### D2.P4, Poster, 14:25-15:10

#### Inclusive education at the institutional level: A framework for action

Paula Gawthorpe and Dr Katharine Hubbard, University of Hull

How can we achieve inclusive education across an entire institution? In this poster we will present an Inclusive Education Framework we have developed to help all members of our university community understand the breadth and depth of inclusive practice, from effective tutorial support through to institutional quality processes. Our focus will be on tangible applications of the framework, and its ongoing impact in our institution. We will also signpost to resources we have developed for use across the sector. We will also use the framework to help delegates identify practical steps to improve inclusivity, whatever their role in the university.

**D2.P5, Poster, 14:25-15:10**

[SustainaWHAT? Co-creating multidisciplinary spaces to explore how and why the UNSDGs matter to all postgraduate research students](#)

Rosalind Beaumont, Jecel Censoro, Anna Christy, Anand Roy and Sammie Nguyen, Newcastle University

How can UN SDG-themed gatherings offer value in terms of knowledge, skills and networking for PGR students from multiple disciplines? And what kind of impact could these gatherings have on the institutional response to the interconnected social, environmental and economic challenges we face locally, nationally and internationally? In our poster we will share our response to these questions through data collected during a four-day event co-created by a multidisciplinary student/staff team, with a view to identifying key elements which could inform future UN SDG-themed initiatives aimed at PGR students from all disciplines across our university (and beyond).

**D2.P6, Poster, 14:25-15:10**

[Improving the opportunities of Black, Asian and Minority Ethnic \(BAME\) students to excel in their desired career](#)

Dr Ross Pallett, Aston University

According to the Higher Education Statistics Agency, only 18% of academic staff within the UK identify as BAME. Looking beyond just academia, BAME graduates are between 5-15% less likely to be employed six months after graduation compared to graduates of other backgrounds. To better understand this underrepresentation and to improve graduate career opportunities, an online survey was sent to all Aston University students. The survey focused around several key areas including career push and pull factors, career barriers and potential solutions to these barriers. This work seeks to ensure that all graduates excel in their desired career.

**D2.P7, Poster, 14:25-15:10**

[Academic skills: Enhancing BAME students' success in higher education](#)

Dr Helen Elliott, University of Greenwich

Black, Asian and Minority Ethnic students' success in higher education is often based on their ability to succeed in academic writing. If students cannot develop their academic writing skills, they are less likely to meet their full potential when studying. This poster presentation will deliver the findings of a literature review that focuses on current evidence around BAME students' ability to succeed in higher education. The findings of the review will highlight how BAME students can be supported to build on their existing writing skills to achieve their full potential.

**D2.P9, Poster, 14:25-15:10**

[Connecting learning and community: The role and impact of Bloomsbury radio at Bloomsbury Institute](#)

Cal Courtney and Dr Joan O' Mahony, Bloomsbury Institute

Bloomsbury Radio is distinctive in the UK for being a provider-run radio operating 24 hours a day from Bloomsbury Institute in central London. This poster introduces delegates to the Radio's ambitions and how it 1) promotes learning within and between the classroom and the broader institute; 2) builds student confidence, including through unique employability opportunities; and 3) creates sustainable relationships with local and international

stakeholders. COVID-19 has challenged HEIs to re-think communication channels, to re-imagine aspects of their teaching and to redraw their relationship with the local communities they work in. Radio has immense potential to serve these strategic goals.

**D2.P11, Poster, 14:25-15:10**

[Supporting diverse cohorts](#)

Maria Hussain and Stacey Mottershaw, University of Leeds

This poster will explore how staff can support under-represented and international students throughout the student journey. We will take participants through a guided virtual privilege walk, to help them identify and explore characteristics that they share with their learners, before going on to offer some practical tips that staff can use to inform their teaching and tutoring practice.

**D2.P12, Poster, 14:25-15:10**

[Co-creating a whole-institutional approach to narrowing the degree awarding gap](#)

Professor John Pymm and Dr Sally Jackson, Sheffield Hallam University

This poster is focused on sharing practice of co-creating a whole-institutional approach to narrowing the degree awarding gap and showing where in the sector this has worked well. The experience at Sheffield Hallam over the last year has been to work towards joined-up, scalable interventions, supported by and a powerful lead from the governing body and university leadership team subsequently driven through each level of leadership. The work is led from the Chief People Officer portfolio and brings together academic and Professional Services colleagues in engaging staff across 17 academic departments.

**D2.P14, Poster, 14:25-15:10**

[Mum's the word: How lessons learned from the COVID year can enhance our academic and pastoral support of students with children](#)

Andrea Todd, University of Chester

Student parents have arguably been impacted by the COVID year more than any other sector of the student population. They faced significant barriers to study in the form of home-schooling and/or providing childcare to pre-school children when all usual avenues of support were closed by lockdown restrictions. What motivated these students? Where and how did they find the time or energy to study? What have they learnt from this crisis, and what in turn can we learn from them? This poster will share the results of a small-scale study undertaken over summer 2021 with student mothers from one university Law school.

**D2.P15, Poster, 14:25-15:10**

[Staff perspectives on inclusivity in an internationalised university in the UK](#)

Dr Omolabake Fakunle, Yifang Xu, Mariel Deluna, Professor Velda McCune and Seongsook Choi, University of Edinburgh

Many UK universities have implemented separate internationalisation and inclusion agendas. However, there is a lack of scholarly attention on how these two agendas intersect and might inform the other. Correspondingly, the 'multicultural melting pots' that are UK universities fail to address how well university staff are prepared with the knowledge and autonomy to proactively accommodate the dynamic ecology of internationalised classrooms. This poster will disseminate preliminary findings from a mixed-methods study in which we explore university teachers' awareness, perceptions and enactment of inclusion in the context of an internationalised university with internationalised classrooms.

**D2.P18, Poster, 14:25-15:10**

'Playing the game': Hidden curricula, implicit rules and addressing inequality in HE

Dr Karl Egerton, University of Nottingham

This poster asks whether we can learn important lessons about how to better include students facing structural disadvantage by examining a comparison with a surprising area: the nature of games. We examine the idea of hidden curricula which shape student learning experiences and compare these to implicit rules and norms that can shape gameplay. This comparison allows us to propose a new perspective on hidden curricula: that educators should empower students, especially those facing structural disadvantages, to recognise that there are implicit rules and norms in teaching settings, and that they have the opportunity to shape them.

## Parallel Session 4, 15:25-16:25

### D2.4.1a, Oral presentation, 15:25-16:25

#### Can they hear us? Using listening rooms to explore under-represented student success

Stacey Mottershaw, University of Leeds

In this session I will outline how we used award-winning 'Listening Rooms' methodology to explore under-represented student perceptions of success in Leeds University Business School and the Faculty of Arts, Humanities and Cultures at the University of Leeds. We completed Listening Rooms with 19 pairs of students over the course of 2020-21. More than half of the participants were from backgrounds that are typically under-represented at the university. The session will cover the context for the project, the method used and our initial findings and recommendations.

### D2.4.1b, Oral presentation, 15:25-16:25

#### Do ask, do tell: Practical strategies for enhancing student success drawn from research into student and staff experiences of EDI

Dr Louise Carter, Maureen Haaker, Dr Sebastian Cordoba and Dr Pallawi Sinha, University of Suffolk

While most HE professionals recognise the potential benefits EDI work can deliver for students, staff and the institution, it can be hard to gauge how effectively our good intentions are translating into the real-world outcomes we want for everyone in our diverse university communities. In this presentation a team from the University of Suffolk will share the findings of their survey of student and staff experiences of EDI and the toolkit they have developed from this research, with an emphasis on highlighting the practical, transferable ideas identified by students and staff as having a real impact on inclusivity and success.

### D2.4.1c, Oral presentation - remote, 15:25-16:25

#### Empowered learning: Enabling students who have challenging life experiences to thrive at university

Dr Jane Bryan and Dr Damien Homer, University of Warwick, Dr Kathryn Woods and Dr Emma Davies, Goldsmiths University, London

This presentation will reflect upon a project that brought together colleagues and students from the University of Warwick, Goldsmiths College, and the University of East London to explore how to enable students who have challenging life experiences to thrive at university. The project facilitated cross-institutional conversations between students and supported them to devise and undertake collaborative student research and engagement activity to enable deeper understanding of how students' learning encounters are shaped by their lived experiences. The session will outline the resulting concept of 'empowered learning' pedagogy, connecting emergent trauma-informed and restorative justice approaches to educational design and practice, with pedagogies of wellbeing, compassion, and inclusion.

### D2.4.2a, Oral presentation, 15:25-16:25

#### A model for decolonisation in teaching and learning

Dr Hardeep Basra, De Montfort University and Dr Marita LeVaul-Grimwood, Edinburgh Napier University

This session will share the creation of a model, which can be used to understand and mobilise staff to reflect and revise on their practice in relation to decolonising and creating inclusive learning environments. The model suggests that in order to begin the

decolonisation process as an academic you first need to understand your own positionality and privilege. It then explores five other distinctive areas, which can help to develop a more inclusive and decolonised learning experience for students.

#### **D2.4.2b, Oral presentation - remote, 15:25-16:25**

The problem of partiality and its effects on learning: Reflections from Real Estate professionals in a small island developing state

Dr Tina Beale, University of Technology, Jamaica

Institutions will always be incomplete (North, 1992). Thus, they are partial (Barnett, 1997). How this partiality influences teaching and learning has not yet been fully understood. In this session, the effects of partiality on teaching and learning will be explored in the Jamaican context by drawing on reflections from real estate professionals.

#### **D2.4.2c, Oral presentation, 15:25-16:25**

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#### **D2.4.3a, Oral presentation, 15:25-16:25**

Ten (easy to implement) tips on supporting students from widening participation backgrounds

Dr Rod Brazier, LCCA

Children from underprivileged backgrounds are severely disadvantaged when it comes to succeeding in higher education. BAME students felt they had a less satisfactory experience than white students when it comes to: receiving 'value for money'; 'learning a lot'; having an 'experience better than expected'; and 'being 'satisfied with access to teaching staff'. This session offers ten, easily implementable, tips on how to ensure your diverse student body is satisfied and successful.

#### **D2.4.3b, Oral presentation - remote, 15:25-16:25**

A quiet, unnoticed form of gentle solidarity

Dr Neil Speirs, University of Edinburgh

In a semi auto-ethnographic manner, this session will draw on two decades of experiences related to the value of peer-related pedagogies in the support and development of widening participation students. In particular, the session will focus on the rich form of solidarity that peer support is built upon and the theoretical models that guide it. We will reflect on the stories and experiences of those students that are supported and those that support. These often overlooked and de-legitimised acts of gentleness will be highlighted as a blueprint for ensuring that we hear marginalised voices in all areas of university life.

#### **D2.4.3c, Oral presentation, 15:25-16:25**

The Academic Development Team Associates Network at Wrexham Glyndŵr University: An evaluation of the personal and professional value of collaborating cross institutionally for learning and teaching enhancement.

Dr Caroline Hughes, Dr Neil Pickles, Dr Sue Horder, Colin Heron and Alicia Owen, Wrexham Glyndwr University

With no central educational development unit at Wrexham Glyndŵr University, the Academic Development Team (ADT) works in an entirely distributed way, co-ordinating learning and

teaching enhancement projects via an extended network of volunteer ADT Associates from across academic and professional services staff, all engaged in driving learning and teaching transformation across the university. During 2020, the ADT evaluated the value of being an ADT Associate from the perspectives of those involved, which identified clear value to members of the team in relation to their own professional practice, stemming from the ADT collaborative approach and commitment to distributed ways of working.

#### **D2.4.4a, Oral presentation, 15:25-16:25**

##### **Diversity and the international curriculum: A neglected element in global undergraduate Healthcare programmes**

Dr Sheila Cunningham, Middlesex University

Evolving cultural, economic, political, social and technological forces in the world affect health outcomes. Universities constantly seek new and innovative ways to engage with and promote a global health focus in the Nursing curricula in a unified strategic approach. Carefully developed episodes of learning and experience can not only support global health (and Sustainable Development Goals) but other concerned issues such as diversity, inclusivity and social justice. Nurse educators are encouraged to think more creatively in crafting opportunities beyond the traditional international placement or elective such as cooperative interprofessional partnerships (Morley & Cunningham 2021) and inclusive networked teaching environments (de Castro et al., 2018)

#### **D2.4.4b, Oral presentation - remote, 15:25-16:25**

##### **Collaborative International Online Learning Course (COIL) Emergency and High Dependency Nursing: Finnish and British perspectives**

Dr Shelia Cunningham, Tina Moore and Raquel Rosario, Middlesex University and Anna-Kaisa Partanen and Tiina Varamäki, Metropolia University of Applied Sciences, Finland

This presentation outlines the development of a Nursing collaborative international online learning (COIL) course focusing on intensive and high dependency Nursing. The pandemic halted in-person immersive exchanges and solutions such as COIL through well-established partners offers diverse means to achieve a wider and similar outcome. Nursing students and staff from these two institutions learn from each other on a shared clinical topic (Intensive Care Nursing) exploring perspectives within their own countries and healthcare institutions. Furthermore it will enhance students' digital ability and draw on issues such as the Sustainable Development Goals (e.g. No 3: Health) and inequalities related to professional contexts.

#### **D2.4.4c, Oral presentation, 15:25-16:25**

##### **PLATO: The Practice Learning and Teaching Orientations tool enhancing student engagement**

Professor Claire Hamshire and Dr Kirsten Jack, Manchester Metropolitan University

The Practice Learning and Teaching Orientations tool (PLATO) is an innovative way to support the lifelong learning of clinical educators and facilitate a new way to deliver Healthcare Education to students in the clinical setting. The goal of PLATO is to promote personal and professional development by encouraging reflection and development of practice partnerships. Using prompt questions, the user is encouraged to think about their personal qualities, the local environment and the wider influences on education. This supports the development of an effective clinical practice learning environment for both staff and students.

#### **D2.4.5a, Oral presentation, 15:25-16:25**

##### **Student agency, decisions and judgements: How will the next generations of graduates lead on addressing the climate crisis?**

Dr Mark Haw, University of Strathclyde

The next generation of graduates, from Engineering and Business to the Arts and Humanities, will be making difficult decisions with global consequences. How graduates deal with agency - broadly defined as the capacity and responsibility to make one's own decisions and cope with their consequences - will be central to building a sustainable society. We study how Engineering undergraduates perceive the experience of agency, and what coping strategies they develop, in a 'high-agency' team-based project focused on climate change mitigation. We present some lessons for how teachers can prepare graduates to lead the way on the climate crisis.

#### **D2.4.5b, Oral presentation, 15:25-16:25**

##### **Development of a college-wide personal tutor programme designed to aid transition into higher education within a diverse student cohort**

Dr Gillian Knight and Dr Rebecca Broadbent, Aston University

The College of Engineering and Physical Sciences, Aston University, has ~1,000 year one and Foundation Year students, studying a range of STEM programmes. In 2020, the college developed an innovative, online, personal tutor programme supporting new undergraduate students' transition into higher education, aimed to increase students' personal tutor awareness, provide study skills support and to build a peer network. This presentation provides details on this personal tutorial programme implementation, presenting data on the impact and outcomes from student and staff perspectives, highlighting both the positive and negative outcomes of implementing a structured, managed approach to student academic support.

#### **D2.4.5c, Oral presentation, 15:25-16:25**

##### **Enhancing virtual learning environments for student engagement**

Dr Kamran Mahroof, University of Bradford

If this pandemic situation has taught us anything, it's the importance of being responsive and student centred. At the University of Bradford, Faculty of Management, Law and Social Sciences, academic staff, professional services and students came together to ensure the "blended" offer was suitable, interactive, inclusive and student centred. Underpinned by pedagogical research, student and staff feedback, we developed an integrated study guide



on Canvas, which offered a scaffolded approach to students to learn with 'learning packages'. This session will outline the journey taken, components of the 'blended offer' we have retained post-lockdown, and the key lessons learnt.

#### **D2.4.6a, Oral presentation, 15:25-16:25**

##### **Evolving design curriculum: Equipping students with future-facing sustainability skills**

John Hudson, Staffordshire University

Evolving Design curriculum to embed key 'future-facing sustainability skills' will enable the next generation of designers to be change makers. It will equip students with appropriate knowledge and understanding when entering the workplace. This session will focus on the evolution of a Visual Communication Curriculum and strategies to embedded core sustainable themes within delivery. I will share creative, project-based learning case studies, which align with UN Sustainable Development Goals. I will also share my scoping stage PhD research which informed these curriculum developments. I will discuss how industry shifts are influencing more ethical practice, which create new challenges for the design educator when considering sustainability within the context of curriculum.

#### **D2.4.6b, Oral presentation, 15:25-16:25**

##### **Embedding sustainability into Hospitality and Events Education**

Dimitri Lera and Michel Mason, University of Essex

While the Coronavirus pandemic has undeniably forced closure and restriction on many hospitality and events businesses, it has also provided the industry with an opportunity to rethink its business model to adopt more sustainable business practices. Educators can transform their teaching and learning to ensure that Hospitality and Events students are conversant in sustainable industry practices as part of their employment readiness. This session will report upon the process of embedding education for sustainable development through the adoption of the SDGs within a Hospitality and Event experiential learning context.

#### **D2.4.6c, Oral presentation, 15:25-16:25**

##### **Embedding ESD within a Sociology department: Engaging students and staff**

Dr Kathryn Wheeler and Norman Riley, University of Essex

This presentation will reflect upon an ongoing project which has undertaken a qualitative content analysis of existing curricula within the Essex Sociology department to audit how far this curriculum is delivering teaching that supports sustainability competencies and learning for the Sustainable Development Goals. Embedding Education for Sustainable Development (ESD) within the curriculum is a departmental, university and HE sector-wide priority. The paper reflects on the suitability of the discipline of Sociology to foster effective teaching and learning around the SDGs, as well as recommendations on how sociology might further integrate sustainability into its pedagogy.

#### **D2.4.7a, Oral presentation, 15:25-16:25**

##### **Multidisciplinary perspectives of sustainable development**

Professor Debbie Wilson and Dr Lindsey Corson, University of Strathclyde

This presentation will describe the development of a novel multidisciplinary elective module based on the UN's Sustainable Development Goals which is available to all students at the University of Strathclyde. The module is delivered through an online and blended learning

mode and has contributions from staff in each Faculty (Business School, Engineering, Humanities and Social Sciences and Science). Details will be provided of how the module is delivered and assessed and how students develop collaborative and communication skills and competencies through working in multidisciplinary teams.

#### **D2.4.7b, Oral presentation, 15:25-16:25**

##### **Inspirational projects to meet global challenges**

Dr Eleanor Atkins, Dr Richard Halfpenny and Paul Orsmond, Staffordshire University

We want to share our idea for our Global Challenges projects and how this has developed and flexed our modes of delivery over the few years that we have been running it. We use a phenomenon-based learning approach with the aim of enhancing student employability through a project-based education programme around the 17 UN Sustainable Development Goals. During this session we will take you on our journey through the challenges and opportunities and describe the feelings about the project that the students have shared with us and how we have used this feedback to enhance our delivery and focus.

#### **D2.4.7c, Oral presentation, 15:25-16:25**

##### **Co-curricular activities in sustainability: Two case studies**

Dr Peter Mylon, Dr Harriet Drouin and Dr Chalak Omar, University of Sheffield

In this session, two case studies will be explored in which students worked on real-life sustainability-themed projects outside the curriculum. Responding to a public request, a multidisciplinary team of students worked to design and build a hydroelectric power installation for a local village, supported by academics and industry. In another initiative, staff and students ran a hackathon to design a biodigester that would convert food waste from the university into energy. Creating engaging sustainability-focused student learning experiences outside the curriculum offers the prospect of multidisciplinary working, more flexible timescales, and practical and team-working skills that are not easily gained elsewhere in their degree.

#### **D2.4.8a, Oral presentation, 15:25-16:25**

##### **Embedding the diverse student voice into employability design and delivery: 2020 and beyond**

Jill Valentine and Helen Fauset, Sheffield Hallam University

In 2020, Sheffield Hallam University (SHU) Careers and Employability service recruited a group of twelve 'Student Voice Leaders' (SVLs) for six months, with the aim of embedding the student voice into employability design and delivery. In this session, we will detail how we set up the project and give attendees some of our insights into how they can leverage student voice within their own services activity and learn from some of the pitfalls and challenges we faced along the way

#### **D2.4.8b, Oral presentation, 15:25-16:25**

##### **Maximising the impact of staff-students partnerships on students' development**

Dr Lucian Tipi and Dr Samantha Giove, Sheffield Hallam University

At Sheffield Hallam University, some staff-student partnerships were formalised through funded projects. The funding intended to support individuals and teams in conducting educational research or teaching enhancements projects, with the ultimate aim of informing and improving teaching practice and the quality of the student learning experience. We sought to evaluate the impact of the projects on student development and aimed to do this

through a partnership approach. The research led to the development of a toolkit for maximising the impact of staff-student partnerships on students' development. The toolkit can be adopted and used for any project based staff-student partnership.

#### **D2.4.8c, Oral presentation, 15:25-16:25**

##### **Student 2025: The role of student voice in exploring disparities in undergraduate outcomes**

Jenny Hambling, Francoise McKay and Erick Morataya Gatica, Nottingham Trent University

Student 2025 is an ambitious four-year longitudinal mixed-methods study, launched in September 2021 and designed to generate meaningful insight into the factors influencing disparities in progression and attainment for APP target students at Nottingham Trent University. This exciting, intensive research project will follow 100 participants from enrolment to graduation, monitoring their experience via a combination of questionnaires, interviews and institutionally-generated outcome data. This session will introduce the project, reflect on the rationale for its development and the aspirations of the institution in supporting and funding it, and explore preliminary themes and findings arising during the first year of data generation.

#### **D2.4.9a, Oral presentation, 15:25-16:25**

##### **Books and Babies: "I failed my module because I, well I went into labour": A mixed-methods study of students' experiences of pregnancy and early motherhood**

Dr Sharon Pauline Mallon, Sally Ogut and Dr Sam Murphy, The Open University

The support needs of pregnant students and new mothers are not well understood. This session will present findings from a mixed-methods study with women who recently became mothers while studying with an online distance education institution. Key findings from 156 survey responses demonstrated that fewer than half of the respondents informed the university they were pregnant. More than half found studying while pregnant and as a new mother harder than they expected. However, the research also showed that expectations of support among these students was remarkably limited. The session will discuss how universities can ensure their programmes are inclusive to this group.

#### **D2.4.9b, Oral presentation, 15:25-16:25**

##### **"A day in the life of": Psychology students as co-creators of teaching, learning and promotional video content: Building community and engagement through authentic personas**

Dr Karishma Jivraj, University of Northampton

This session will present outcomes of research with student-generated video content (SGVC) and an evaluation of university experiences regarding teaching and learning activities amongst students. The mixed-method research is co-produced with students, responsible for sourcing, recording and editing videos and evaluating fellow student experiences. The main benefits of the SGVC include the improved connection between existing students, increased engagement and offered inclusive and diverse role models for peers and prospective students via authentic student personas. These outcomes will showcase a range of student characteristics and allow for marginalised voices to represent diverse learning and teaching experiences in HE.

#### **D2.4.9c, Oral presentation, 15:25-16:25**

##### **Inclusive institutions: Inclusive intersections**

Melanie Davies, University of the Arts London

The specific focus of this session is the intersection (Crenshaw, 1991) between dyslexia

policy and practice and the ongoing, unacceptable assessment differentials in HE, between Black and White students. Following, and applying Crenshaw (1991), I suggest that an intersectional approach is fundamental to the development of nuanced understandings of the precise workings of exclusionary practice in HE. The session would be of interest to both dyslexia researchers/educators and to those concerned with addressing the ongoing assessment differential between Black and White students in HE.

#### **D2.4.10, Interactive breakout/Workshop, 15:25-16:25**

##### **Serious game in fostering the entrepreneurial mindset in higher education**

Dr Anita Kérii and Dr Szabolcs Prónay, University of Szeged, Hungary and Dr Shishir Malde, Nottingham Trent University

In this workshop session, participants are engaged in the practice of applying serious games in higher education and in their own classes to enhance student experience, engagement, and inclusion. Workshop participants will be provided innovative examples to be implemented in their own teaching practices with the freely available serious game. After the introduction of the game, participants will have the chance to play it and brainstorm possibilities for application. If attendants bring their smartphones with them, they can participate in the full experience.

#### **D2.4.11, Interactive breakout/Workshop, 15:25-16:25**

##### **Leading a pedagogical revolution to optimise student engagement**

Dr Simon Tweddell and Dr Gemma Quinn, University of Bradford

Come and learn how we improved the engagement and performance of our students by revolutionising our Pharmacy curriculum and delivering it using team-based learning, a structured approach to using flipped teaching and active and collaborative learning. You will learn about our CATE winning programme by experiencing team-based learning as our students do. Come and join a team, engage with others and compete with other teams in this interactive workshop!

#### **D2.4.12, Interactive breakout/Workshop, 15:25-16:25**

##### **Toward a non-traditional approach to developing intercultural fluency**

Dr Margaret Hearnden, North Island College, Canada

To develop more inclusive curricula and pedagogy, we need to think beyond the boundaries of what we have been taught. One approach is to engage in cultural introspection (Chávez & Longerbeam, 2016). This involves looking inside oneself, at the ways in which our culture shapes our values, beliefs, assumptions, and interactions with others. This session offers an opportunity to experience a non-traditional approach towards faculty professional development, one that endeavours to move towards a decolonised perspective on enhancing intercultural competence. Participants will also crowdsource ideas for innovative ways of creating more inclusive practices that are supported by institutional strategic planning.

#### **D2.4.13, Interactive breakout/Workshop, 15:25-16:25**

##### **Maximising learning outcomes: The value of learning beyond passing**

Dr Arlene Weekes, London South Bank University

For teaching institutions today, a mutually respectful and trusting relationship between teachers and learners is key to maximising outcomes for all stakeholders. This requires a teaching strategy that helps students understand that they are not passive 'objects' of the

teaching process - they can play an active role in their own development by questioning the conventional teaching paradigm, thus engaging with their fellow students, and seeing the value of learning beyond just achieving a pass mark. The development of emotional intelligence, critical reflection and practical social skills is key to producing personally fulfilled, and professionally effective, social workers.

#### **D2.4.14, Interactive breakout/Workshop, 15:25-16:25**

##### **Navigating work-family-study roles and conflicts: Designing courses to support student mental wellbeing**

Dr Philippa Waterhouse and Dr Rajvinder Samra, The Open University

Many students hold other commitments alongside their studies, such as employment and caring responsibilities. In this interactive workshop we will introduce a project conducted with Open University students on work-family-study roles and mental wellbeing. There will be time for reflection from the audience about their own experiences of this topic and how as higher educationalist we can identify areas of tensions for students struggling with multiple commitments. Lastly, discussion will be used to generate ideas of strategies that can be considered at the course design and delivery stages to reduce the stress that might be experienced by role overloaded and conflicted students.